Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Third Grade Module 6: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 6: End-of-Module Assessment** | | | | | | |
|  | **Domain** | | | | **Standards** | | |
| Question | Measurement and Data | | | | 3.MD.3 | 3.MD.4 | |
| 1 | 1 2 3 4 | | | | X |  | |
| 2 | 1 2 3 4 | | | | X |  | |
| 3 | 1 2 3 4 | | | |  | X | |
| 4 | 1 2 3 4 | | | |  | X | |
|  | | |  |  |  | |  |
| Domain  Score | Measurement and Data | | | | Note: For more information about standards assessed in this module, see back of this score sheet. | |
| Total Points |  | | | |  | |
| Level | 4 | 14-16 points | | |  | |
| 3 | 10-13 points | | |  | |
| 2 | 6-9 points | | |  | |
| 1 | 4-5 points | | |  | |

Notes:

**Third Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Represent and interpret data.  3MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*  3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. |